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MONTANA UNIVERSITY SYSTEM

AND POST SECONDARY EDUCATION

A STUDY OF THE ACCESSIBILITY OF
THE POST-SECONDARY
INSTITUTIONS OF MONTANA

by
JACK E. COHN

OFFICE OF THE
COMMISSIONER OF
HIGHER EDUCATION

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Helena, Montana

Units of the Montana University System

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PREFACE

The purpose of this study is to evaluate the accessibility of higher education to the citizens of Montana and to make recommendations toward implementing a program whereby higher education could be made accessible to everyone living in Montana. The term "access" or "accessibility" employed in this context refers specifically to the right or prerogative which Montanans possess to enter or make use of the various institutions of higher education throughout the state.

However, any study of the accessibility of higher education involves almost boundless ramifications and implications relating to all levels of the educational process. The basic procedures and achievements of pre-college education and all the services afforded at the elementary and secondary levels of education must be included in every consideration of the problems of access to the higher levels of education. This study then, will take as its point of departure an overview of the counseling and other services and functions provided by the state's secondary schools and proceed from there to the University System.

As a further consideration the reader is asked to keep in mind that this study is strictly limited to what can be done to make the institutions of higher learning more accessible to Montanans. The reader should also understand that the problem of accessibility is not unique to Montana, but that it is national in scope and many other states are grappling with the issue.

Though it is not the purpose of this study to single out any particular person or specific institution as a significant factor in contributing to the problems related to accessibility, certain persons may feel threatened or offended by the report. But since one of the aims of this report is to elicit response and to provoke dialogue, it must run the risk of raising controversial issues. There are certain areas of this study that some will never be convinced

are of particular relevance to the problem of accessibility. Yet since many others have expressed a real interest in these same issues relating to the question of accessibility, their concerns are also reflected in this report.

This study was not conducted to elicit response to the conventional type of written questionnaire, but to personal interviews, most of which were taped, so that the interviewer was able not only to obtain information but also to share the feelings and interests of those being interviewed. Approximately two-hundred interviews were conducted involving persons representing a great variety of life styles. Listed below are the professions and occupations represented in the sampling of individuals from which this report was compiled:

Board of Regents Member	Teachers
Board of Public Education Members	Professors
Legislators	Students
School Administrators	Deans
Guidance Counselors	Assistant Deans
Officials in State Government	Parents
Presidents of University System Campuses	Ranchers
Administrative Staff Members of the	Farmers
University System Campuses	Doctors
Personnel from Dept. of Public Instruction	Lawyers
Out-of-State Educators	Businessmen
Personnel from Office of the Commissioner	Laborers
of Higher Education	School Board Members
Vo-Tech Administration and Staff	

Some of the material, information, questions and approaches utilized in this report were suggested to the writer by the following sources:

1. Colorado Task Force on Access
2. State of Washington Council on Higher Education
3. Carnegie Commission on Higher Education
4. National Commission on the Financing of Post-secondary Education
5. Indiana Commission of Higher Education

The author of this study wishes to take this opportunity to thank those who freely took part in the interviews utilized for the study and all those who candidly and openly expressed their opinions and concerns about the problem of accessibility. The author extends an expression of special gratitude to the presidents of Montana's universities and colleges and to their staffs. They were totally cooperative and considerate, and extremely gracious hosts.

The author is especially grateful to Mr. Joseph T. Ward who provided extensive editorial advice.

INTRODUCTION

HIGHER EDUCATION AND ACCESSIBILITY

The general issues concerning higher education itself and of its accessibility to Montanans have been thoroughly discussed, at one time or another, in nearly every household and public forum in Montana. And these issues find most common expression in the following formal questions: "What is the purpose of higher education?" and "What access does a person have to higher education?"

For the intent of this study the question of the purpose of higher education in America has been more than adequately formulated and answered by a national commission on higher education which had been specifically charged to respond to that particular question. According to this group the main purposes of higher education in the United States today and for the future are:

The provision of opportunities for the intellectual, aesthetic, ethical and skill development of individual students and the provision of campus environment which can constructively assist students in their general developmental growth.

The advancement of human capabilities in society at large.

The enlargement of educational opportunities for the secondary age group.

The transmission and advancement of learning and wisdom.

The critical evaluation of society through the individual thought - for the sake of society's self-renewal.¹

These national educational objectives were reflected by the Montana Commission on Post-secondary Education when it stated that, "Our primary goal as a Commission and the primary goal of Postsecondary education should be enhancing the opportunities for learning available to Montanans. We are concerned about the quantity and quality of opportunities. And we believe that the learning experiences available through our institutions should respect the individualism and diversity of Montanans."

¹ Carnegie Commission on Higher Education, June, 1973.

The second question regarding accessibility has been raised by task forces in other states directed precisely to this problem. One of the most succinctly and clearly worded statements of the problem was recently issued by such a task force for the state of Colorado:

Formal education should be a life-long process and asserts that there must not be any arbitrary or artificial barriers related to prior educational achievement, sex, age, race, income, ethnicity, religious or political belief.

When student access is not satisfactorily achieved it is particularly troubling, for without access, it is questionable whether the post-secondary enterprise can meet its other objectives.

Equality of opportunity for all students in higher education can be achieved within the present framework if those in authoritative positions are willing to confront issues and develop programs in response to them.^{II}

The various state and national task forces commissioned to study the problem of accessibility have generally recognized that the focal point and most vital element of the whole question of access is the student himself: the student who at present is interested in higher education or may be in the future. These commissions unanimously affirm that every person should have access to education beyond high school if he wants it and demonstrates that he can benefit by it. Every person, they insist, should still have the right to "fail". Every person must be made aware of his right of access, for if he is not, there is no authentic access. The job of providing the proper structures and apparatus to assure accessibility belongs to those in the higher echelons of the state higher educational system who have been vested with the power of shaping policy for all the institutions of public education in the state.

Therefore, the various governmental commissions have unanimously concluded that it is the duty and obligation of the policy makers to avoid the pitfalls of political pressures, the temptation for selfish or personal gain or to build

^{II} State of Colorado, Task Force on Access, 1975.

a bureaucratic fortress which leaves education itself to play a secondary role to that of the game of politics. The boards that are entrusted with regulatory power over the educational processes in this state, it may be justly concluded, should have as their sole purpose to provide the best possible education in the most economical fashion that will allow, within reason, an "open door" access policy for all the people of Montana.

In order to make this study more readily comprehensible to the citizen of Montana, the following outline has been appended:

ACCESSIBILITY TO MONTANA CITIZENS
OF
MONTANA'S INSTITUTIONS OF HIGHER LEARNING

- I. Secondary Education and Services.
 - A. Curriculum.
 - B. Transcripts.
 - C. Guidance and Counseling.
- II. University System: Elements of Access and Delivery
 - A. Psychological or Cognitive Determinants.
 - B. Relevance Determinants.
 - C. Geographic Determinants.
 - D. Time Determinants.
 - E. Eligibility Determinants.
 - F. Economic Determinants.

ACCESSIBILITY TO MONTANA CITIZENS OF MONTANA'S INSTITUTIONS OF HIGHER LEARNING

The problem of accessibility principally derives from two major factors: one relating to secondary education and the services it provides for access and the other to requirements for admission imposed by the University System itself.

SECONDARY EDUCATION AND SERVICES

Generally speaking, education provided at the secondary and post-secondary levels in Montana schools appears adequate to the needs of those students who are entering the job market or who are seeking entrance to the fields of higher education. For example, Montana student scores in the S.A.T. tests, are resisting the national trend, are still climbing upward while those of the nation as a whole have shown an alarming decline.^{III} However, because Montana students have continued to score relatively high on national exams, one should not conclude that the curricula in Montana's secondary and post-secondary schools do not require review, updating or improving. Listed below are some of the major concerns expressed by those interviewed regarding the problem of curricula in Montana schools. (Since the content of courses taught in grade school and especially in high school constitute an important determinant towards college entrance, secondary school curricula was one of the first areas of concern considered in this study.)

CURRICULUM*

Curricula vary greatly from school to school, primarily, because of the vast disparity in the size of school population. Many of those interviewed

^{III} Research done by Max Baucus, Congressman from Montana, Oct. 1, 1975.

* Cf. Appendix for interpretation of the response made by a cross section of Montana citizens to the question of curriculum. (Footnotes 1 - 11)

expressed a concern that some high schools in Montana are too small to offer an adequate curriculum. In many cases, researchers have discovered that students from the smaller high schools experience considerable difficulty in attempting to compete at the college level in certain areas with students from the larger high schools.

A concern was also expressed by a large number of those interviewed that students at the elementary and high school level are not being given an adequate basic training in the "three 'R's'"¹ Others, especially secondary school teachers, noted that even larger schools that offer multi-level courses in the same subject find that many students avoid the more challenging top level courses in favor of those of a lower level in order to maintain a higher grade average and to assure an easier so-called work load.²

College educators and the general public are beginning to suspect that academic requirements have become so lax in many high schools that the average student is encouraged to cheat himself from obtaining a viable, sound, usable and applicable education, thus limiting his potential to develop fully his capacities in the academic, vocational and professional areas of life.³

A majority of those interviewed expressed the conviction that both grade averages and the graduating rank in class derived from evaluations made by many secondary schools can be deceiving, misleading and do not always provide an accurate appraisal of which students are most academically and scholastically capable of doing college work. Yet such standards of evaluation often determine who shall receive the better scholarships from institutions of higher education.⁴ Many educators and over half of the lay people interviewed felt that students are being taught too much "theory" in their courses in science and especially in mathematics without insufficient orientation to the practical application of science to the problems of everyday life.⁵

Very serious concern was expressed by a large majority of those interviewed that certain courses which had been normally required of all students in the past may soon be temporarily eliminated by the Montana Department of

Public Instruction.⁶ Most of those interviewed who are at present teaching at the secondary level complained that too many books and other classroom instructional material now utilized in the secondary school system are being written by those who have never taught or who have had very limited experience in teaching at this level. Such writers, they insist, cannot adequately address themselves to students at the secondary level or respond to their true needs.⁷

Since accessibility of college education depends to a great extent upon an awareness on the part of secondary school teachers of qualifications for entrance required by the university and upon a genuine sensitivity on the part of university personnel to the situation encountered by secondary school teachers in the high school environment, the problem of communications between the University System and secondary education was also studied in this report. An impressive majority of those interviewed representing both the university and the secondary schools, seemed to feel that some of the communication barriers between the secondary schools and the university are slowly disappearing because of the efforts of a limited number of dedicated professors who are willing to visit secondary schools and develop close personal relations with the teachers there.⁸ Yet many high school teachers noted a growing lack of understanding between the University System and the secondary schools in relation to teacher needs; the new teachers' attitudes and the clarification of job descriptions in the actual teaching situation.⁹ The vast majority of those interviewed expressed an intense concern that the Board of Public Education and the Board of Regents should meet more often in joint sessions to discuss and to attempt to find solutions to problems that are constantly surfacing in education, especially in the area of accessibility.¹⁰ And many of those interviewed suggested that communication programs and methods now being used to improve university-secondary school relations should be reviewed to evaluate their effectiveness; specifically the utilization of college nights and the distribution of pamphlets.

The question was raised by a large number of those interviewed as to the feasibility of more direct communications, agreements and joint cooperation among all concerned groups when the high school curricula for college bound students are formulated and changed. Likewise, should the same procedure be applied when college curricula are changed that have an impact upon the students coming to the university from the high schools?¹¹

As a consequence of the concerns expressed on curriculum relating to student needs, the demands of society and the problem of communications between the university system and the secondary schools, the following recommendations have been suggested:

1. That the Board of Regents, the Board of Public Education, the Commissioner of Higher Education, the Superintendent of Public Instruction and their staffs should meet and confer among themselves on a regular basis and also with representatives from college staffs, school teachers and school administrators.
2. That curricula for teacher education, especially in the area of the "three R's" should be reviewed and strengthened so that a teacher can teach such subjects with true confidence and conviction.
3. That methods for class ranking and grade point average of high school students should be re-evaluated as to its authentic importance and resultant rewards, such as academic scholarships granted by the institutions of higher learning.
4. That responsibility for problems and perplexities that arise within overlapping or transitional areas that equally relate to the purview of the secondary school system, vo-tech training centers and the University System should be accepted by each and solutions offered. In other words, someone must clearly establish who is responsible for the access of students from one level of study to another and what courses are perceived to overlap especially those offered in the area of extension education.
5. That professors in the University System must be encouraged not only to develop professional and personal relationships with those teaching in the secondary schools, but make themselves and their functions known to the community as a whole.
6. That secondary schools develop the kind of programs which encourage and guide the students in such a manner that they are challenged to gain the best possible education.

TRANSCRIPTS^{*}

Because transcripts have traditionally been regarded as the primary record by which a student's academic stature and achievement are evaluated, this study briefly addresses itself to the concern of those represented in this report regarding transcripts. Most of those interviewed noted that though transcripts from secondary schools are worked up in a great variety of forms, most administrators realize that it would be unrealistic to develop a standardized form because of the great disparity of school populations within the state.¹² Others questioned the practical value of the transcript as a means for aiding the student to enter the Montana University System since it is not required by law, because college advisors often do not take time to evaluate it and to offer constructive academic alternatives because of it, and since the student himself may have developed new attitudes towards school and academic life in general. The transcript could function as a discriminating factor against the persons who might use it. Those interviewed further noted that the coding procedures which indicate what level of course study the student has completed cannot be compared to those employed by other secondary schools because of the great disparity of educational factors involved.¹³

In regard to the use of transcripts as a just means of evaluation and accessibility the following recommendations were suggested:

1. To determine the actual value of the transcript issued by the secondary school system. If it possesses true significance for better student access, then it should be properly implemented at the university level.
2. To employ a single state-wide coding system for transcripts from those schools that utilize a multi-level teaching structure in course studies.

GUIDANCE AND COUNSELING^{**}

It is generally recognized that counseling and guidance at the secondary

^{*} Cf. Appendix for interpretation of the response made by a cross section of Montana citizens to the question of transcripts (12-13)

^{**} Cf. Appendix for interpretation of the response made by a cross section of Montana citizens to the question of Guidance & Counseling (14-31)

and vo-tech levels are probably the most important single factor, apart from his own preparation and motivation, for determining a student's accessibility to our institutions of higher learning. Before this study can proceed the important question of the purpose and function of the guidance-counselor at the pre-college level must be clearly defined and described, especially the implication and relevance of counselor's role to the issue of accessibility. One of the most pertinent discussions upon this topic was issued more than a decade ago by Homer V. Loucks, principal of Helena Senior High School, in a directive entitled, "Guidance for Counselors."^{IV}

In his paper, Mr. Loucks opens his remarks by pointing out that "a school counselor is a member of the instructional staff of the school employed to encourage, counsel, guide, direct and assist students in making intelligent decisions relative to the present and the future . . . His task is not one of schedule-making, discipline or testing . . . (He) is not an administrative officer . . . administrative decisions are not his to make."

Though many well-known educators have projected a rather idealized portrait of the effective counselor, credit requirements and certification for the qualified guidance-counselor in the state of Montana present a highly controversial issue among educators at all levels. The controversy stems from requirements demanded both by the Office of Superintendent of Public Instruction and by the University System. Yet there is a growing criticism of the secondary school system that students need more direction and advice from counselors for selecting proper courses of study that will not only create a challenge for the student but place him in the situation where he may be enabled to work to his full capacity.¹⁴ Some educators feel that too many college credits are required of those to be certified as a guidance-counselor especially of those employed by the smaller schools or on a part-time basis,¹⁵ while others are

^{IV} Homer V. Loucks, September, 1967, p.1

convinced that not enough credits are required of those working in this field.¹⁶ Most of the former insist that many of the required courses in guidance-counseling cannot be applied to counseling students on a high school level¹⁷, and that the personal assets of the counselor constitute a far more important factor in the counseling situation.¹⁸ Only a minimal number¹⁹ suggested that the counselors' needs be made to correspond to some preconceived academic curriculum, but rather that the curriculum should be structured to fit the practical needs of a wide spectrum of counselors employed by the smaller and the larger schools.²⁰ But since our smaller schools, especially, cannot afford the services of a full-time counselor, the great majority of those interviewed opted for a classroom teacher-counselor,²¹ over an administration-counselor.²²

When the question relating to the quality of the candidates entering the counseling field was raised, the general consensus supported the view that a great majority of those employed in guidance counseling possessed attributes of the highest quality and were doing an excellent job. Yet some also pointed out that a few of those in the field were causing problems that had denigrated the status of the counselor in the view of other educators and in the eyes of the general public. Generally, those interviewed expressed deep concern in regard to counselors who had evinced problems in the following areas:

1. The guidance-counselor who tends to get involved in counseling in areas beyond his special expertise; such as counselors who try to be psychoanalysts.
2. The guidance-counselor who was attracted to counseling because of his own personal problems or the one who becomes a crusader for some special cause.
3. The guidance-counselor who failed as a teacher and who came to counseling seeking an easier occupation.
4. The guidance-counselor who can relate himself to only one area of his profession and ignores all his other obligations as counselor.
5. The guidance-counselor who, lacking true dedication to his work, exploits his position as a stepping stone to more lucrative positions.

6. The guidance-counselor who lacks those natural qualities that make for wholesome student-counselor relationships.
7. The guidance-counselor who refuses to make himself known to students and to the community at large.
8. The guidance-counselor who confines his services to only a small segment of the student body.

Recommendations, endorsed by a large majority of administrators, educators and the general public interviewed,²³ for improving the education and training of guidance-counselors would include the following items:

1. Personal experience gained from three to x number of years of successful teaching.
2. Interest and natural abilities as a counselor demonstrated while employed as a teacher, and then to be recognized and encouraged to become a guidance-counselor by the administration and staff where he is currently employed.
3. Experience gained as a counselor for a year or two upon a part-time basis to determine his true abilities.
4. Knowledge of higher education structure, institutions and opportunities.
5. Recommendations then to be made by an administrator to an institution of higher learning for his entrance into the field of guidance-counseling, to enroll in a course of study that could be completed in one training period, enabling the aspirant to return to his school in the fall as a fully qualified guidance-counselor.
6. After a period of full time work as a guidance-counselor, to return to the campus or by an extension course to reinforce his strengths and to remedy his weaknesses as a counselor.

Guidelines and job descriptions of the duties, services and obligations of guidance counselors present an area of serious concern not only to those interested in the improvement of professional counseling in Montana but throughout the nation. In reference to attracting better qualified candidates to the field of guidance-counseling in our schools, the following proposals were suggested by an impressive majority of those interviewed:

1. Job descriptions for guidance-counselor positions should be established with input from successful, well-established counselors themselves.²⁴
2. Aims and objectives should be established and agreed upon by administrators, teachers and counselors.²⁵

3. Guidance counselors should not be burdened with tasks outside their field,²⁶ such as: administrative duties, keeping school records, noon duty, study hall duty, keeping inventories and any other time-consuming tasks that might divert their energy and attention from their central obligations.

Communication between the guidance-counselor personnel in the high schools and the Montana University System is generally regarded as quite adequate, but many of those interviewed noted that improvement is needed in the following areas:

1. Manpower and professional job projections under normal future predictions.²⁷
2. Personal contact and dialogue sessions involving guidance counselors, students and the community-at-large.²⁸
3. Simple and easily understood descriptions of university courses and curricula for counselors and student use.²⁹
4. A centralized information center for obtaining information about the University System to include updated information about scholarships, grants, aid and jobs on the various campuses and to explain how students may transfer from campus to campus while remaining in the same field of study.³⁰

Those interviewed almost unanimously agreed,³¹ upon the following points: that the guidance-counselor is neither an administrator or psychoanalyst and should avoid being drawn by students into problems best resolved by those in administration or by those more highly trained in psychoanalysis; that the primary responsibility of the guidance-counselor is to the student, but remaining open to insights from the faculty and direction from the administration.

In conclusion, after a careful review and consideration of the concerns expressed by a majority of those interviewed in regard to the major areas relating to the problems of guidance-counselors in our secondary schools the following recommendation are offered:

1. That there should be a state-wide conference and workshop in the very near future to include guidance-counselors and their administrators; interested personnel from the Montana University System and the Montana Department of Public Instruction; representatives from the Board of Public Education and the Board of Regents for the main purpose of

confronting those problems in the area of guidance-counseling that require the cooperation of all for their solution.

2. That all the university units be given certain guidelines so that they may exercise more control over the selection of those entering the field of guidance and counseling.
3. That curriculum standards at the college level be reviewed to answer the more practical needs of guidance-counselor personnel on the job.
4. That the requirements demanded by the State of Montana for guidance and counseling be modified to be made more practical in their application.
5. That the Board of Regents and the Board of Public Education meet more frequently at regular intervals to confer in joint sessions on all areas of educational policy affecting the citizens of Montana.
6. That school administrators initiate a plan enabling guidance counselors and the teaching staff of the various schools to work closer together to aid students in becoming more aware of the accessibility of the world of work and higher education.
7. That communication between the secondary schools, vo-tech centers and the university units of Montana be increased and improved.
8. That consideration be given for establishing a centralized computer information center such as the State of Oregon now uses and the State of Washington is now putting into operation.
9. That all guidance-counselors hired in the smaller schools on a part-time basis should combine the functions of teacher and counselor rather than those of administrator and counselor.
10. That general guidelines should be developed and approved to provide parameters within which guidance-counselors can effectively function in an accepted professional manner.

Though it might appear to some readers that this report has placed a disproportionate emphasis upon the role of counseling and guidance in relation to the problem of accessibility, the fact remains that guidance counselors do or should play a key role at the secondary level in preparing and encouraging the young people of Montana for access into the institutions of higher learning. Now, from this point, the rest of this report will be devoted to examining the other side of the problem: What the institutions of higher education can contribute by way of making themselves more accessible to all the citizens of Montana.

UNIVERSITY SYSTEM: ELEMENTS OF ACCESS AND DELIVERY

This study has been divided into six general categories which are identified as the key determinants of access for the citizens of Montana in attaining an education in our University System. The six chief determinants of access have been generally acknowledged to be that of cognition, relevance, geography, time, eligibility and economics. And these determinants of access will be more fully developed and explained in a format divided into four separate areas:

1. A set of questions designed to identify their relative importance to the individual.
2. Indicated assumptions.
3. Possible trouble areas and concerns.
4. Recommendations.

PSYCHOLOGICAL OR COGNITIVE DETERMINANTS^{*}

The first category relating to accessibility from the point of view of the institutions of higher learning has to do with cognitive determinants and addresses itself to the question of whether the individual citizen knows of the existence of higher educational services and whether the services are perceived as available to the individual. This question leads to a more specific question of whose responsibility it is to disseminate information about higher education and from where. It is generally agreed that most university units are attempting, in one way or another, to reach all the various communities of Montana and all their residents with information of access related to their individual units. Some units, and especially certain academic departments within these units have done an excellent job of disseminating information. Yet many problems still exist that have had an adverse effect upon student access.

^{*} Cf. Appendix for interpretation of the response made by a cross section of Montana citizens to the question of Cognitive Determinants (32-48)

A very real need exists for a centralized service and information center in the dissemination of materials for public consumption describing the services offered by the universities and colleges of Montana. (Possibly a computer could be utilized for this purpose as it is in Oregon).³² It was also noted by those interviewed that the materials sent out by the University System have been directed to a too limited audience, that secondary schools tend to receive most of the material while very little is shared with the community-at-large.³³ Others complained that some material sent out for individual use was too complicated for the average person to interpret without expert explanation. Many found the catalogues issued by the various university and college units the most difficult documents for the layman to understand.³⁴ Some suggested that the effectiveness of all old means of disbursing information relating to higher education should be reviewed and that new ways of reaching the public by various types of media should be considered.³⁵ Finally, many of those interviewed proposed that the Commissioner of Higher Education should organize and administer a program of information and services for the University System and its six campuses.³⁶

One of the most serious misapprehensions preventing access, it was discovered, pertains to the self-concept that many individuals possess of themselves as not being university "material". Because of such a concept, many suspect that the Montana University System is losing an important segment of the population in Montana who possess real potential as students, such as: the person who is working full time at a job but still retains a desire for higher education;³⁷ the average student who has never had the opportunity or for some other reason has never sought help from his teachers or guidance-counselors;³⁸ the average student from moderate income family who finds little or no financial aid available for higher education,³⁹ and that student who has failed or has dropped out of secondary school or out of college because of immature attitudes, but who later matures yet is never sure of his latent ability as a student.⁴⁰

Another deterrent to access, some suggested, is that many students are unaware of the availability of part-time employment and jobs on the campus.⁴¹ Others have never been advised of scholarships, grants and other aid and the importance of meeting deadlines on applications for such aid.⁴² A large number of prospective college students simply do not know to whom to write for information about college grants-in-aid.⁴³ Others preparing to go to college have never been apprised of the problems involved in transferring from one university unit to another.⁴⁴

Many states have utilized the University System itself as a state-wide counseling agency in response to many of the problems of access noted above. Yet to implement such a program in Montana would present certain problems such as:

1. imposing an added economic burden upon the state.
2. deciding who would man such a program and during what time intervals.
3. justifying state-wide counseling for such a limited population.
4. assuring every unit that each campus would get equal treatment and representation.

One of the perennial problems confronted by the University System in Montana according to those interviewed suggested that attitudes of hostility or indifference towards the university community, its services and functions might be assuaged by the utilization of the following services:

1. a state-wide counseling service (note above),⁴⁵
2. More extension courses that are student-orientated and with time devoted in each session to answering questions about higher education.⁴⁶
3. Various community and club functions where representatives from the colleges and universities be encouraged to speak about the units they represent.⁴⁷
4. Any function, formal or informal, where former graduates are asked to disseminate material and information about their Alma Mater.⁴⁸

Following a study of the programs of other states and the reflections of

Montana citizens relating to cognitive determinants to accessibility the following recommendations have been suggested:

1. That a centralized communication and information center be established by the Board of Regents, under the direction of the Commissioner of Higher Education.
2. That all campuses be required to continue or to establish a close personal relationship with all the people of Montana.
3. That a computerized system be seriously considered and that adequate monies be provided and budgeted for its installation and operation.
4. That a program be developed that will afford the average student from an average Montana home an equal accessibility to a higher education that the better endowed student now enjoys.
5. That a list of all campus part-time jobs be posted, published and otherwise made available to all interested students. That all job listings be released early enough so that all those qualified may apply prior to the beginning of each academic quarter.

RELEVANCE DETERMINANTS^{*}

The second category relating to accessibility from the point of view of the institutions of higher learning has to do with relevance determinants and addresses itself to the question of whether present higher educational services are related to the needs of the individual and society. Though the University System has made great progress in meeting needs and demands for providing quality professional training and marketable education, there still is room for improvement in this area. Problems relating to educational relevancy still persist within the system.

Many of those interviewed raised the question of whether the students in the undergraduate programs at the Montana universities are receiving quality instruction commensurate to that received by those in the graduate programs.⁴⁹ Others expressed a concern whether the salaries of the instructional staff of Montana universities and colleges remain at such sub-standard levels that they

^{*} Cf. Appendix for interpretation of the response made by a cross section of Montana citizens to the question of Relevance Determinants (49-64)

are unable to attract, retain and motivate high quality instructors and professors.⁵⁰ Many of those interviewed, especially those representing the general public, wondered whether the actual hours spent in classroom instruction by many professors is comparable to the work load borne by those in other professions.⁵¹

Others, especially the teachers themselves, expressed some concern whether research programs were adequately equated to classroom instruction in terms of time and the quality of institutional personnel.⁵² College and university professors interviewed posed the question of whether college staff members who provide personal services to the people of Montana by teaching extension courses, lecturing and talking to elementary and secondary school students, and who perform other community services are adequately compensated for their efforts.⁵³

Most of those interviewed were convinced that university curriculum in general is geared for the needs of today but that changes occur more slowly at the university level than at other levels in the educational process. It was noted by many of those interviewed that universities and colleges, remaining close to past traditions, are graduating students in fields that are overcrowded and that they fail to advise their students of job probabilities.⁵⁴ Since it has been noted in nation-wide surveys that over the past decade, there has been an exceptional increase in part-time and older students seeking higher education, college and university curricula should be adjusted to answer the particular and differing needs of these special students.⁵⁵

But the constantly changing needs and demands of society require that every viable college and university constantly review the programs it offers. In the University System of Montana, such a review, according to many of those interviewed, should be made by each university or college following the recommendations made to the Board of Regents through the Commissioner of Higher Education.⁵⁶ According to such policy, every review should be initiated by the Commissioner of Higher Education and aided by input from the colleges and universities.⁵⁷ Ultimately, the prime consideration of such a review should be

directed toward welfare of the student and his future opportunities.⁵⁸

Though most educators agree that fresh and innovative methods of meeting and providing for the needs and demands of higher education and society are very much desired and should be encouraged, they point out that no deep or lasting changes can be made without considerable financial support. Most sound academic change is initiated at a high price.⁵⁹

College advisors and counselors also play an important role in relation to the relevance determinant to success. For the accessibility of a student and his continuing success in an institution of higher learning can often be directly linked to quantity and quality of advice and counseling that he receives while in college. The crucial period for receiving direction and counsel are during a student's freshman and sophomore years. Many of those interviewed expressed concern that advice and counseling by those assigned as college advisors on the campus is of poor quality or entirely non-existent.⁶⁰ The only occasion that many students get an opportunity to meet their advisors is while scheduling their classes. Others simply fill out their own schedules and forge the signature of their advisor.⁶¹ The common complaint of many students on college campuses is that they cannot find their advisor or even make an appointment with him when they are seeking help and advice.⁶² Many students claim they are assigned to advisors who have no knowledge of the student's field of study or major and thereby soon lose all interest in the student.⁶³ Yet most students, if they search long enough, will eventually discover a professor or older friend who, indicating an interest in the students' career, can aid him in his course selections and future needs.⁶⁴

After a careful perusal of the concerns expressed by those interviewed in relation to the determinant of relevancy the following recommendations have been suggested:

1. That a program be initiated and developed that will establish a quality advisory and counseling staff for students especially in the first two years of college. That possible incentives for better advisors might include reduction of class load or increase in salary.

2. That every unit of the University System should be scheduled for program review, under the direction of the Commissioner of Higher Education.
3. That a system be developed whereby a student be given a normal projection of his future job probability in his chosen profession.
4. That professors who give their time and energy to teaching extension courses, to lecturing in elementary and secondary schools and who perform other community services be given equal status, salary and rank as those professors who remain on the campus to write research and professional papers for publication.
5. That a policy be formulated by the Board of Regents that will insure that undergraduate students be given a quality of instruction comparable to that given to graduate students.
6. That student welfare, development and education remain the prime purpose of our University System, overshadowing all other activities and functions that transpire on the campus or in the laboratory.

GEOGRAPHIC DETERMINANTS^{*}

The third category relating to accessibility from the point of view of the institutions of higher learning has to do with geographic determinants and addresses itself to the question of whether the higher educational services are located in an area that an individual student can reach with his resources of money, time and energy. Because of the vast size of the State of Montana and because of the increasing demand made by the average citizen for college oriented courses, a serious effort must be made to take the campus to the home of the student. The majority of those interviewed, especially the general public, were convinced that there is a genuine need and demand for off-campus courses by those who live some distance from a university campus.⁶⁵ Yet less than half of those interviewed felt that extension and continuing education courses should remain almost or entirely self-supporting.⁶⁶ Inter-

^{*} Cf. Appendix for interpretation of the response made by a cross section of Montana citizens to the question of Geographic Determinants (65-79)

estingly, a sizable majority held that if more community off-campus courses are requested that it should be the responsibility of the University System to provide them and the legislature to fund them.⁶⁷

Though, traditionally, college degrees have been earned while the student is a resident of a particular campus and campus life has been regarded as an essential element in the attaining of a college degree, this traditional concept of the campus is being challenged. The majority of those interviewed noted that circumstantial situations such as economics, family disasters or other serious factors could permit an individual to earn at least part of his degree off-campus,⁶⁸ and that a degree earned "off" campus should be evaluated no differently from one earned "on" campus.⁶⁹

Though most universities and colleges require that a student spend a certain period of time "in residence" to be eligible for a degree, many of those interviewed insisted that such requirements be applied only to those programs which make them relevant and not be applied indiscriminately to all programs.⁷⁰ Those interviewed who represented the general public strongly favored a policy by which residency at one Montana university or college should be counted as residency at each of the others.⁷¹ And many others felt that the policy of three quarters or two semesters of residency for graduate degrees should be reviewed.⁷² By the same token those interviewed felt that college credits earned off-campus should carry the same value as those earned on campus,⁷³ and that graduate credits earned off campus before a student has been accepted at a graduate school should be validly applied to his graduate transcript after he has been accepted into graduate school.⁷⁴ The same group suggested further that a student be allowed to apply a larger number of credits than presently allowed earned while off-campus, toward a graduate degree.⁷⁵ Because many citizens who dwell in the more remote areas of Montana and at a great distance from any college or university campus have expressly noted that it is not humanly feasible to expect a college professor to travel over endless country roads to present a course of study to their community, a sizable majority of those interviewed suggested, as a possible

alternative, that qualified members of isolated country communities be certified to teach properly validated college courses under the direction of professors in residence on college or university campuses.⁷⁶ Nearly all of those interviewed agreed that anyone should be allowed to challenge any subject or course of study and be given full credit in all courses successfully challenged.

Many other states, especially those with remote communities at great distances from college or university campuses, have been utilizing alternative modes of bringing the college to the "people." Of those interviewed regarding alternative means of delivering college courses to those in remote Montana communities, many strongly suggested that Montana consider the use of telecommunications as a medium of instruction,⁷⁷ or the utilization of mobile classrooms and laboratories wherever economically feasible,⁷⁸ or the introduction of independent study groups or other non-traditional teaching methods.⁷⁹

After reviewing the concerns expressed by those interviewed in response to the problem of geographic determinants, the following recommendations have been suggested:

1. That institutions should examine their instructional programs with a view to increasing the number of degrees and courses which could be offered in off-campus locations. Degree programs should be made available to all interested individuals, regardless of their geographic location, and all relevant and properly validated courses should be applicable to the degree. The degree awarded should carry no indication as to whether it was earned "on-campus" or "off-campus".
2. The institutions of higher education should examine policies that require certain periods of time "in residence" to assure that where such requirements exist, they refer to specific programs and not indiscriminately to all programs.
3. That credits for college courses that are being taught by the University System carry the same value and weight whether they are earned "on" or "off" campus. That this rule apply to degrees at every level whether the credits were granted before or after acceptance to the program.
4. That funding for continuing or extension education be reviewed so that such programs be not regarded as entirely self-supporting.

5. That alternative modes of delivery of education to the community and its residents be reviewed and considered.
6. That use of off-campus instructors be considered as a method of teaching college courses in remote areas of Montana.

TIME DETERMINANTS^{*}

The fourth category relating to accessibility from the point of view of the institutions of higher learning has to do with time determinants and addresses itself to the question of whether higher educational services are being offered at a time when most individuals are freed of other obligations. Though institutions of higher learning in the past have provided excellent educational services to the majority of their students in attendance by operating, for the most part, on an average teaching day, five days a week and for nine months out of the year; because of recently emerging factors, features of academic time scheduling may have to be considerably modified to meet the needs of the general public. Significantly, a sizeable majority of those interviewed suggested that colleges and universities should seriously consider expanding the teaching day to twelve to fourteen hours and the academic week to six or seven days to respond more adequately to student and community needs;⁸⁰ that it is discriminatory to many potential students to schedule most class instruction between eight and twelve in the morning,⁸¹ simply because the college teaching day has been designed principally for the full-time student.⁸²

Since in recent years national attention has been directed toward those students who have challenged the traditional concept of the four year program towards a bachelor's degree, the majority of those interviewed expressed the opinion that the time framework for many degrees could be considerably reduced without serious harm to the quality of education received,⁸³ and that many depart-

^{*} Cf. Appendix for interpretation of the response made by cross section of Montana citizens to the question of Time Determinants (80-90)

ments demand four years of student time towards the bachelor degree simply to protect their position and status within the University System.⁸⁴ Yet on the other hand, those interviewed tended to question the concept of the time limit imposed on degree program completion, especially at the graduate level, as discriminatory against everyone but the full-time resident student. Can it be assumed, they asked, that those matters learned within a certain time frame are of greater value than those that are not?⁸⁵ But others pointed out that courses in certain fields can become out-dated such as those in the areas of science and medicine.⁸⁶ Because of the rising cost of education; because many more married people are returning to college and especially divorced women with families and many others who are forced to work full or part-time while attending classes toward a college or university degree, the majority of those interviewed felt that the Montana University System should make their academic day and week more flexible in order to accommodate those people who must work part or full week days between the hours of eight and five.⁸⁷ A large majority of those questioned suggested that the University System seriously study a plan,⁸⁸ whereby a student may be placed with an industry or firm closely associated with the profession he is pursuing and may work part-time for on-the-job training and be paid for his labor. By being paid for his work the student is aided in financing his own education while receiving credit for the actual experience of the work he has done. Furthermore, such experience would help assure the student of a job upon graduation though it might have taken him a relatively longer time to satisfy all his graduation requirements.

Because societal needs and demands are changing at such an accelerated pace, those interviewed expressed a sense of urgency for an immediate policy review of our institutions of higher learning; that our institutions should review all policies that make the granting of credits, degrees and certificates conditional upon the completion within a given time frame in order to assure that such policies be neither arbitrary nor capricious,⁸⁹ and that these policy

reviews be implemented by the university units under the direction of the Commissioner of Higher Education.⁹⁰

After due consideration of the concerns expressed by the majority of those interviewed in regard to the problem of temporal determinants the following recommendations have been brought forward:

1. That institutions of higher learning be encouraged to continue to develop a more flexible time frame as indicated by the needs of the students and society and that they should make educational services available more days of the week and more hours during each day. That greater consideration be given to utilizing facilities six or seven days a week and twelve to fifteen hours a day not only in terms of student needs but because of economic factors as well.
2. That institutions of higher learning, at the request of the Board of Regents and under the direction of the Commissioner of Higher Education, review all policies relating to credits, degrees and certificates to be completed within a certain time frame to assure that such policies are neither arbitrary nor capricious.

ELIGIBILITY DETERMINANTS^{*}

The fifth category relating to accessibility from the point of view of the institutions of higher learning has to do with eligibility determinants and addresses itself to the questions of whether institutional requirements for admission to higher education are relevant. Though Montana's admission requirements for the Montana citizen are relatively simple in structure, requiring only proof of high school graduation or G.E.D., the majority of those questioned, particularly university and college personnel, felt that transcript of credits should be required for admission even though the law does not directly require such certification.⁹¹ A larger majority held that a student should have the right to enter any department of any unit of the University System as a freshman and be afforded the opportunity to test his academic capabilities whether he passes or fails;⁹² yet a sizeable majority of the university and college personnel questioned were convinced that every student should be required to take the S.A.T. test or its

^{*} Cf. Appendix for interpretation of the response made by a cross section of Montana citizens to the question of Eligibility Determinants (91-107)

equivalent before entering any unit of the Montana University System.⁹³

Since the thorny issue of the transferral of credits between the various units of the Montana University System has been generally discussed for years about the state, a considerable diversity of response was elicited from those interviewed about the particular problem. Surprisingly, a large number of those interviewed felt that there should be a complete transferability of credit among the state colleges and universities of Montana with the maximum applicability of credit to degrees. But **here** was a great divergence of opinion on the question of whether transferability or degree applicability of credit should be effected by the method of instruction or by the fact that instruction took place "on" or "off" the campus; while a sizeable number of college and university personnel favored such a qualification no one representing the opinion of the general public did.⁹⁴ Nearly three-quarters of the college and university personnel were convinced that students, generally, are always aware that when one university or college states that credits are transferable to another unit that these credits may not be counted as required credits in certain departments or divisions; yet less than 20% of the general public felt that students were aware of such disparity.⁹⁵ Since many other states utilize a catalogue of course equivalencies to enable a student considering transfer from one unit to another to evaluate what he might lose or gain by such a transfer, most of those interviewed felt that Montana should publish a catalogue of equivalent courses,⁹⁶ and that the time and expense of printing such a catalogue would be well worth the effort,⁹⁷ because it would immensely facilitate a smoother inter-institutional transfer of course credits for students.⁹⁸

Because the demand and need for obtaining advanced degrees has increased over the past several decades for the purpose of bettering the students' knowledge, professional position and earning power, most of those interviewed strongly felt that qualified Montana students should be given a distinct advantage in admission status over those from "out-of-state", and that if a graduate program is

limited to a certain number of students because of facilities, staff or money, the "Montana student" who has proven qualifications should be given preferential treatment or at least admitted into the graduate program more easily.

A majority of the university and college personnel but a much lower percentage of those representing the general public were convinced that a student should be required to maintain a relatively high grade average during the last two years of his bachelor's program before being accepted in the master's degree program,⁹⁹ and that a professional who has experienced years of proficiency and success in his own or a related field should be required to take the GRE aptitude or Miller Analogies test before being admitted to graduate school.¹⁰⁰ A slight majority of university and college personnel but far fewer of the others questioned believed that the GRE or the Miller tests can significantly measure the potential success of a student in a graduate program.¹⁰¹ A large majority of those questioned assented to the proposition that since not every person is qualified for every graduate program, it is still possible to specify reasonable requirements for admission to a graduate program,¹⁰² while a smaller percentage favored residency requirements of three full graduate quarters for a master's degree.¹⁰³ Less than a majority of college and university personnel and all of the others questioned felt that any student should be allowed to challenge a graduate course for credit.¹⁰⁴ A large percentage of those not representing college and university personnel were convinced that the limitation of transfer credits from other sources, such as other university units, extension courses and special upper division courses, help to inhibit student access to graduate degrees.¹⁰⁵ Yet a considerable majority of all those questioned asserted that all the policies of admission to all the units of the University System be reviewed to determine if they are relevant to the structure of education for today and tomorrow,¹⁰⁶ and that the Montana University System should continue to encourage and promote its "open door policy" for all Montana students.¹⁰⁷

After a careful review of the concerns expressed by those interviewed in

relation to the problems of eligibility determinants, the following recommendations have been formulated;

1. That all institutions of higher education should accept all students who possess a high school diploma or its equivalent or who meet such other general admission requirements appropriate to the institution's particular role and function.
2. That practices, policies and laws concerning admissions be subjected to a data-based review with the objective of affirming or modifying admissions so that optimum access and appropriate institutional missions are supported.
3. That a catalogue of equivalent courses among institutions should be developed and disseminated in order to facilitate inter-institutional transfer of course credits and/or students.
4. That credits for courses earned "on" or "off" the campus be equally evaluated and be made applicable to the degree towards which they were directed at any university unit.
5. That Montana students be given preferential treatment over those from other states for acceptance into graduate programs admitting a limited number of applicants.
6. That the value of the G.R.E. or the Miller test for acceptance into graduate school of a mature, proven professional seeking higher education be reviewed.

ECONOMIC DETERMINANTS^{*}

The sixth and final category relating to accessibility from the point of view of the institutions of higher learning has to do with economic determinants and addresses itself to the question of whether higher educational services are so priced that they are accessible to the average individual or whether appropriate and sufficient financial aid is provided the individual to avail himself of these services. Because most of the citizens of Montana are willing to support education at the university level, fully cognizant of the rewards and valuable services rendered by all the units of the University System, the cost of a college education in Montana still remains at a reasonable level. But the people of Montana are now beginning to question the funding policies of the University System and the equitability of the distribution of monies into the

^{*} Cf. Appendix for interpretation of the response made by a cross section of Montana citizens to the question of Economic Determinants (108-118)

various areas of higher education. A considerable majority of those questioned representing the general public are definitely convinced that educational funding policies are discriminatory, at present, as primarily supporting the campus full-time student and not those programs designed to provide access to part-time students or those living some distance from the campus.¹⁰⁸ A significant majority felt that to guarantee access of students to higher learning in an economic crisis that the Montana institutions should attempt to maintain a quality bachelor program by limiting offerings at the graduate level.¹⁰⁹ Every person interviewed in the project felt that the communities in Montana benefit from the development of its human resources and should try to make basic assurances that every qualified person possess the right to attend a state university or college.¹¹⁰

Although very few of those questioned believed that financial aid and grants at the college level are being properly awarded without discrimination to any one group,¹¹¹ they unanimously agreed that the average student from the average family under certain conditions should be entitled to receive grants-in-aid, and even that children from families enjoying above-average incomes should be permitted grants-in-aid. Many college and university personnel are firmly convinced that some students receiving grants-in-aid at the various units of the University System do not qualify for such aid by reason of financial need.¹¹² But a large majority of those questioned felt that part-time students should have the same access to grants-in-aid as enjoyed by some full-time students.¹¹³

The rationale of academic grants-in-aid leads quite logically to the question of free tuition. The Colorado Task Force on "Access" has made a recommendation that the Colorado Commission of Higher Education study the possibility of free tuition for the first two years of higher education for any resident of Colorado who shows a sincere desire for further education. But only a small number of those interviewed felt that Montana should consider free tuition for the first two years of college education,¹¹⁴ or for the last two

years of a bachelor program even if the student has proven himself an academic success in the first two years.¹¹⁵

Another financial source to which students have had recourse through the years have been the banks, for banks have exercised principle control over federal aid and loan programs for students, especially loans made to students after the freshman year for financing a college education. Though banks do tend to discriminate against those students whose parents do not have accounts at certain particular banks, banks still remain the most viable vehicle for granting student loans because they possess a more realistic knowledge of the financial risks involved because they are better geared than the colleges to administer such funds, because they are able to maintain closer contact with student and parents, and because through the bank the loan is made from the community in which the student resides.

Most of those interviewed believed that anyone with college potential and a desire for further education should not be denied access to higher education because of financial need. They also agreed that, to some extent, everyone in the community should and must pay some part of the expense of educating our students in college. But almost no one felt that any group of students, because of race, creed, color or ethnic background, should possess an extraordinary advantage over any other in attaining access to higher learning,¹¹⁶ and that if all people cannot be treated equally all grants-in-aid and loan programs should be abolished.¹¹⁷ The majority of those questioned were of the opinion that the student should pay a set fee for every credit hour taken,¹¹⁸ rather than resorting to the three-category system by which the student pays a different rate per credit hour based upon the number of credits he takes during a particular semester or quarter.¹¹⁹

After a consideration of the various factors related to the concerns expressed by the majority of those interviewed regarding the problem of economic determinants, the following recommendations have been suggested:

1. That financial grants-in-aid be made equitably available without discrimination to any student under various conditions and situations. Those considered to qualify for such aid would include the beginning, continuing and part-time student.
2. That such aid should equally support all programs under the direction and supervision of the Montana University System whether situated "on" or "off" the campus. Such programs would include those designed to meet the specific needs of particular groups, such as policemen, lawyers, teachers, nurses, clerks, laborers and others interested in specialized courses.
3. That a re-evaluation of credit tuition fees be made to determine which is the most financially sound method of collecting monies for the University System of Montana.
4. That no student under any grants-in-aid program be able to draw more aid than the minimal amount needed for educational purposes.

CLOSING STATEMENT

Throughout the entire study two factors seem to be constant:

First there is a continuing need to open old avenues for communications and to create new avenues for the same purpose so that educational institutions are not working in isolation from each other.

Secondary schools do not recognize the problems that exist at the college level or the opportunities presented by higher education. Colleges and universities attempt to prepare people to serve the public and public schools with little or no knowledge of actual needs in these areas.

What communication that does exist seems to be generated only between groups from the various segments of society. Needs are individual. Communications must exist between individuals if these needs are to be met.

The second factor that appeared constant in the study is the need for someone to assume a position of leadership.

It was constantly expressed during the study that most people would like to see changes made. The question asked was, "How do we make these changes and who is going to lead in making these changes?"

The existing boards and agencies represent segments of the total educational picture and have neither the mutual trust nor the expertise necessary to provide the leadership for educational change.

It appears that the Commissioner of Higher Education is the one person who can provide that leadership especially at the college and university level.

It also appears that the Superintendent of Public Instruction could also provide leadership at the elementary, secondary and vo-tech levels.

It also appears that all persons from the colleges, communities, from the schools--secondary and elementary--and the public at large expect such leadership to occur.

APPENDIX

For the purposes of this study of accessibility a total of 217 people were personally interviewed. Seventy-two were cross representatives of faculties, administrators and students of Montana colleges and universities. Seventy-two were representatives of state-wide secondary and vocational-technical schools and seventy-three were a selective representation of the lay public of Montana. These Montana citizens, representing a substantial cross-section of the major professions and occupations of the state, indicated their concern about the various problems relating to accessibility by their response to the questions raised in the following areas:

A. Curriculum

1. that students at the elementary and high school levels are not given adequate basic training in the three R's.

Agree

70% College personnel
61% Secondary and Vo-Tech personnel
73% Other representative lay-public

2. that many students avoid the more challenging top level courses in high school in favor of the easier courses.

Agree

X College personnel not questioned on this issue
73% Secondary and Vo-Tech personnel
61% Other representative lay-public

3. that because of lax academic requirements the average high school student is encouraged to cheat himself from obtaining a viable education.

Agree

61% College Personnel
37% Secondary and Vo-Tech personnel
58% Other representative lay-public

4. that grade averages received in high school and graduating rank in class do not provide an adequate appraisal of scholastic ability.

Agree

62% College personnel
59% Secondary and Vo-Tech personnel
57% Other representative lay-public

5. that too much theory is being taught in science and mathematics courses with insufficient orientation to practical application.

Agree

36% College personnel
41% Secondary and Vo-Tech personnel
57% Other representative lay-public

6. that there is a strong possibility that the Montana Department of Public Instruction will soon eliminate certain courses normally required of all students.

Agree

69% College personnel
91% Secondary and Vo-Tech personnel
94% Other representative lay-public

7. that too much classroom instructional material is being written by those with little or no experience in high school teaching.

Agree

31% College personnel
81% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

8. There is a concern among those people in secondary education and college that there is not enough communication between the educational system staffs.

Agree

68% College personnel
85% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

9. that there is a growing lack of understanding between the University System and secondary schools in relation to teacher needs and the high school teaching situation.

Agree

19% College personnel
69% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

10. that the Board of Education and the Board of Regents should meet more often in joint sessions.

Agree

90% College personnel
93% Secondary and Vo-Tech personnel
64% Other representative lay-public

11. that all concerned groups be consulted when high school curricula for college bound students are formulated and changed.

Agree

56% College personnel
71% Secondary and Vo-Tech personnel
84% Other representative lay-public

B. Transcripts

12. that it would be unrealistic to attempt to develop a standardized transcript for all high schools throughout the state.

Agree

63% College Personnel
50% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

13. that coding procedures indicating level of course study cannot be employed because of disparity of educational factors.

Agree

73% College personnel
81% Secondary and Vo-Tech personnel
96% Other representative lay-public

C. Guidance and Counseling

14. that students need more direction from counselors.

Agree

70% College personnel
74% Secondary and Vo-Tech personnel
81% Other representative lay-public

15. that too many college credits are required of would-be guidance-counselors.

Agree

37% College personnel
65% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

16. that not enough college credits are required of would-be guidance-counselors.

Agree

43% College personnel
21% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

17. that many courses in guidance-counseling cannot be applied to a high school situation.

Agree

39% College personnel
73% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

18. that the personal assets of the counselor constitute one of the most important factors in counseling.

Agree

62% College personnel
85% Secondary and Vo-Tech personnel
90% Other representative lay-public

19. that the counselor's needs be made to correspond to the academic curriculum.

Agree

87% College personnel
0% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

20. that the curriculum be structured to fit the practical needs of a wide spectrum of counselors.

Agree

90% College personnel
94% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

21. that in those schools where a counselor can be hired only on a part-time basis that he be a classroom teacher-counselor.

Agree

85% College personnel
81% Secondary and Vo-Tech personnel
93% Other representative lay-public

22. that in those schools where a counselor can be hired only on a part-time basis that he be an administration-counselor.

Agree

15% College personnel
19% Secondary and Vo-Tech personnel
7% Other representative lay-public

23. that special experience be expected for improving the education and training of guidance counselors.

Agree

75% College personnel
91% Secondary and Vo-Tech personnel
90% Other representative lay-public

24. that job descriptions for guidance-counselor positions be established.

Agree

85% College personnel
81% Secondary and Vo-Tech personnel
74% Other representative lay-public

25. Aims and objectives should be established for guidance-counselors.

Agree

85% College personnel
81% Secondary and Vo-Tech personnel
74% Other representative lay-public

26. that guidance-counselors not be burdened with tasks outside their field.

Agree

90% College personnel
73% Secondary and Vo-Tech personnel
94% Other representative lay-public

27. that improvement is needed in manpower and professional job projection.

Agree

80% College personnel
90% Secondary and Vo-Tech personnel
100% Other representative lay-public

28. that improvement is needed in personal contact and dialogue sessions.

Agree

90% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

29. that descriptions of university courses and curricula should be simplified.

Agree

70% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

30. that a centralized information center is needed.

Agree

90% College personnel
97% Secondary and Vo-Tech personnel
100% Other representative lay-public

31. that the guidance counselor function within the area of his special expertise and that his primary responsibility is to the student.

Agree

100% College personnel
97% Secondary and Vo-Tech personnel
100% Other representative lay-public

D. Cognitive Determinants

32. that there is a need for a centralized service and information center describing the services offered by the postsecondary schools of Montana.

Agree

47% College personnel
88% Secondary and Vo-Tech personnel
94% Other representative lay-public

33. that secondary schools share very little information about the university system with the community-at-large.

Agree

58% College personnel
83% Secondary and Vo-Tech personnel
94% Other representative lay-public

34. that university and college catalogues are difficult for the layman to understand.

Agree

37% College personnel
51% Secondary and Vo-Tech personnel
70% Other representative lay-public

35. that all means of disbursing information relating to higher education should be reviewed.

Agree

53% College personnel
67% Secondary and Vo-Tech personnel
83% Other representative lay-public

36. that the Commissioner of Higher Education should organize a program of information about the university system.

Agree

89% College personnel
71% Secondary and Vo-Tech personnel
93% Other representative lay-public

37. that the Montana university system is losing potential students in individuals working at full-time jobs.

Agree

30% College personnel
43% Secondary and Vo-Tech personnel
57% Other representative lay-public

38. that the university system is losing potential students in those individuals who were never properly counseled.

Agree

19% College personnel
35% Secondary and Vo-Tech personnel
51% Other representative lay-public

39. that the university system is losing potential students in those who lack sufficient financial aid.

Agree

23% College personnel
61% Secondary and Vo-Tech personnel
69% Other representative lay-public

40. that the university system is losing potential students in those individuals whose latent abilities as a student were late in maturing.

Agree

29% College personnel
46% Secondary and Vo-Tech personnel
61% Other representative lay-public

41. that many students are unaware of campus jobs.

Agree

60% College personnel
83% Secondary and Vo-Tech personnel
94% Other representative lay-public

42. that many students have never been advised of scholarships and other grants-in-aid.

Agree

30% College personnel
51% Secondary and Vo-Tech personnel
87% Other representative lay-public

43. that many prospective students do not know to whom to write for information about college grants-in-aid.

Agree

42% College personnel
63% Secondary and Vo-Tech personnel
87% Other representative lay-public

44. that many prospective students are never apprised of the problems involved in transferring from one university unit to another.

Agree

39% College personnel
76% Secondary and Vo-Tech personnel
95% Other representative lay-public

45. that a state-wide counseling service should be implemented.

Agree

20% College personnel
41% Secondary and Vo-Tech personnel
46% Other representative lay-public

46. that more student-oriented extension courses should be implemented.

Agree

41% College Personnel
50% Secondary and Vo-Tech personnel
65% Other representative lay-public

47. that representatives from the colleges and universities be encouraged to speak about the units they represent.

Agree

36% College personnel
41% Secondary and Vo-Tech personnel
66% Other representative lay-public

48. that former graduates be asked to represent their alma mater at various functions.

Agree

25% College personnel
50% Secondary and Vo-Tech personnel
58% Other representative lay-public

E. Relevance Determinants

49. that it is a moot question whether undergraduates in the Montana university system are receiving quality instruction commensurate to that received by graduate students.

Agree

25% College personnel
53% Secondary and Vo-Tech personnel
70% Other representative lay-public

50. that the salaries of the instructional staff of the Montana university system tend to remain at a sub-standard level.

Agree

65% College personnel
40% Secondary and Vo-Tech personnel
40% Other representative lay-public

51. that the workload of many college professors is not comparable to that of those in other professions.

Agree

20% College personnel
53% Secondary and Vo-Tech personnel
81% Other representative lay-public

52. that research programs are not adequately equated to classroom instruction.

Agree

76% College personnel
50% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue

53. that college and university professors are not adequately compensated for community services.

Agree

60% College personnel
X Secondary and Vo-Tech personnel not questioned on this issue
X Lay-public not questioned on this issue

54. that colleges and universities are failing to advise students of job probabilities upon graduation.

Agree

40% College personnel
60% Secondary and Vo-Tech personnel
71% Other representative lay-public

55. that college and university curricula should be adjusted to answer the particular needs of special students.

Agree

48% College personnel
40% Secondary and Vo-tech personnel
36% Other representative lay-public

56. that the university system of Montana constantly review the programs it offers.

Agree

56% College personnel
33% Secondary and Vo-Tech personnel
31% Other representative lay-public

57. that every review be initiated by the Commissioner of Higher Education.

Agree

44% College personnel
82% Secondary and Vo-Tech personnel
85% Other representative lay-public

58. that every review be directed toward the welfare of the student and his future.

Agree

69% College personnel
82% Secondary and Vo-Tech personnel
85% Other representative lay-public

59. that all sound academic change is initiated at a high price.

Agree

90% College personnel
91% Secondary and Vo-Tech personnel
82% Other representative lay-public

60. that many of those assigned as college advisors are performing badly.

Agree

70% College personnel
94% Secondary and Vo-Tech personnel
97% Other representative lay-public

61. that many students make out their own schedules and forge the signature of their advisors.

Agree

50% College personnel
91% Secondary and Vo-Tech personnel
97% Other representative lay-public

62. that many students are unable to find their advisors when seeking counsel.

Agree

50% College personnel
91% Secondary and Vo-Tech personnel
97% Other representative lay-public

63. that many students are assigned to advisors possessing no knowledge of the students' field of study.

Agree

70% College personnel
95% Secondary and Vo-Tech personnel
97% Other representative lay-public

64. that most students will eventually find help in selecting proper courses of study.

Agree

80% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

F. Geographic Determinants

65. that there is a genuine need for off-campus courses.

Agree

40% College personnel
56% Secondary and Vo-Tech personnel
71% Other representative lay-public

66. that extension and continuing education courses should remain self-supporting.

Agree

50% College personnel
35% Secondary and Vo-Tech personnel
42% Other representative lay-public

67. that it is the responsibility of the university system to provide more off-campus courses.

Agree

70% College personnel
95% Secondary and Vo-Tech personnel
100% Other representative lay-public

68. that circumstantial situations should permit an individual to earn part of his degree off-campus.

Agree

70% College personnel
89% Secondary and Vo-Tech personnel
100% Other representative lay-public

69. that an "off" campus degree be evaluated no differently than one earned "on" campus.

Agree

70% College personnel
89% Secondary and Vo-Tech personnel
100% Other representative lay-public

70. that "in residence" requirements be applied only to those programs which make them relevant.

Agree

60% College personnel
71% Secondary and Vo-Tech personnel
82% Other representative lay-public

71. that residency at one Montana university unit should be counted as residency at each of the others.

Agree

38% College personnel
72% Secondary and Vo-Tech personnel
91% Other representative lay-public

72. that the residency policy for graduate degrees should be reviewed.

Agree

48% College personnel
90% Secondary and Vo-Tech personnel
100% Other representative lay-public

73. that credits earned off campus should carry the same value as those earned on campus.

Agree

56% College personnel
91% Secondary and Vo-Tech personnel
100% Other representative lay-public

74. that graduate credits earned off campus should be validly applied to graduate transcripts.

Agree

38% College personnel
75% Secondary and Vo-Tech personnel
88% Other representative lay-public

75. that a student be allowed to apply a larger number of "off" campus credits toward a graduate degree.

Agree

38% College personnel
78% Secondary and Vo-Tech personnel
90% Other representative lay-public

76. that qualified members of isolated communities be certified to teach college courses.

Agree

41% College personnel
79% Secondary and Vo-Tech personnel
91% Other representative lay-public

77. that Montana consider the use of tele-communications as a medium of instruction.

Agree

55% College personnel
56% Secondary and Vo-Tech personnel
73% Other representative lay-public

78. that Montana utilize mobile classrooms and labs.

Agree

50% College personnel
70% Secondary and Vo-Tech personnel
73% Other representative lay-public

79. that Montana introduce independent study groups.

Agree

41% College personnel
63% Secondary and Vo-Tech personnel
84% Other representative lay-public

G. Time Determinants

80. that colleges and universities consider expanding the teaching day and the academic week to respond to community needs.

Agree

50% College personnel
70% Secondary and Vo-Tech personnel
85% Other representative lay-public

81. that it is discriminatory to schedule most class instruction between eight and twelve in the morning.

Agree

40% College personnel
65% Secondary and Vo-Tech personnel
81% Other representative lay-public

82. that the college teaching day has been designed for the full-time student.

Agree

70% College personnel
90% Secondary and Vo-Tech personnel
93% Other representative lay-public

83. that the time framework for many degrees should be reduced.

Agree

53% College personnel
76% Secondary and Vo-Tech personnel
80% Other representative lay-public

84. that many departments demand four years of student time to protect their position and status.

Agree

36% College personnel
65% Secondary and Vo-Tech personnel
73% Other representative lay-public

85. that it cannot be assumed that that which is learned within a certain time frame is of greater value than that which is not.

Agree

39% College personnel
83% Secondary and Vo-Tech personnel
94% Other representative lay-public

86. that courses in certain areas can become out-dated.

Agree

79% College personnel
85% Secondary and Vo-Tech personnel
73% Other representative lay-public

87. that the Montana university system should make its academic day and week more flexible.

Agree

30% College personnel
53% Secondary and Vo-Tech personnel
62% Other representative lay-public

88. that the university system of Montana should study the plan implemented by the State of Washington.

Agree

71% College personnel
92% Secondary and Vo-Tech personnel
100% Other representative lay-public

89. that the university system of Montana review all policies relating to time eligibility requirements.

Agree

77% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

90. that policy reviews be implemented by the university units under the direction of the Commissioner of Higher Education.

Agree

82% College personnel
95% Secondary and Vo-Tech personnel
100% Other representative lay-public

H. Eligibility Determinants

91. that a transcript be required for admission to the units of the Montana university system.

Agree

72% College personnel
51% Secondary and Vo-Tech personnel
50% Other representative lay-public

92. that a student have the right to enter any department of any unit of the university system to test his academic capabilities.

Agree

51% College personnel
85% Secondary and Vo-Tech personnel
90% Other representative lay-public

93. that every student be required to take the S.A.T. test or its equivalent before entering college.

Agree

68% College personnel
43% Secondary and Vo-Tech personnel
26% Other representative lay-public

94. that the transferability or applicability of credit should be affected by the method of instruction.

Agree

65% College personnel
21% Secondary and Vo-Tech personnel
0% Other representative lay-public

95. that students are aware that certain credits transferable to another unit of the Montana university system may not be counted as required credits in certain departments and divisions.

Agree

70% College personnel
40% Secondary and Vo-Tech personnel
19% Other representative lay-public

96. that Montana should publish a catalogue of equivalent courses.

Agree

69% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

97. that the time and expense of printing a catalogue would be worth the effort.

Agree

64% College personnel
95% Secondary and Vo-Tech personnel
100% Other representative lay-public

98. that a catalogue would facilitate a smoother inter-institutional transfer of course credits for students.

Agree

85% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

99. that a student be required to maintain a relatively high grade average before being accepted for graduate work.

Agree

61% College personnel
43% Secondary and Vo-Tech personnel
29% Other representative lay-public

100. that a professional of proven proficiency be required to take the GRE or the Miller test before being admitted to graduate school.

Agree

46% College personnel
12% Secondary and Vo-Tech personnel
3% Other representative lay-public

101. that the GRE and Miller tests can significantly predict the potential success of a student in a graduate program.

Agree

51% College personnel
9% Secondary and Vo-Tech personnel
X Lay-public not questioned on this issue.

102. that it is possible to specify reasonable requirements for admission to a graduate program.

Agree

63% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

103. that three full graduate quarters should be required for residency toward a graduate degree.

Agree

58% College personnel
31% Secondary and Vo-Tech personnel
20% Other representative lay-public

104. that a student should be allowed to challenge a graduate course for credit.

Agree

49% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

105. that the limitation of transfer credits tends to inhibit student access to graduate study.

Agree

40% College personnel
86% Secondary and Vo-Tech personnel
94% Other representative lay-public

106. that all policies of admission to all the units of the university system should be reviewed.

Agree

70% College personnel
95% Secondary and Vo-Tech personnel
96% Other representative lay-public

107. that the Montana university system should continue its "open door" policy.

Agree

98% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

I. Economic Determinants

108. that educational funding policies primarily support the campus full-time student to the disadvantage of part-time students.

Agree

31% College personnel
54% Secondary and Vo-Tech personnel
63% Other representative lay-public

109. that in an economic crisis Montana institutions should maintain a quality bachelor program by limiting offerings at the graduate level.

Agree

67% College personnel
85% Secondary and Vo-Tech personnel
96% Other representative lay-public

110. that the communities of Montana should try to assure every qualified person of the right to attend a state univeristy or college.

Agree

100% College personnel
100% Secondary and Vo-Tech personnel
100% Other representative lay-public

111. that financial grants-in-aid are being properly disbursed in the colleges without discrimination to any groups.

Agree

10% College personnel
14% Secondary and Vo-Tech personnel
5% Other representative lay-public

112. that some students receiving grants-in-aid at the various units of the university system do not qualify for such aid.

Agree

60% College personnel
X Secondary and Vo-Tech personnel not questioned on this issue
X Lay-public not questioned on this issue

113. that part-time students should have the same access to aid as that enjoyed by full-time students.

Agree

60% College personnel
81% Secondary and Vo-Tech personnel
93% Other representative lay-public

114. that Montana should consider free tuition for the first two years of college.

Agree

20% College personnel
27% Secondary and Vo-Tech personnel
17% Other representative lay-public

115. that Montana should consider free tuition for the last two years of the bachelor program.

Agree

29% College personnel
39% Secondary and Vo-Tech personnel
40% Other representative lay-public

116. that certain groups of students should be offered a special advantage over others in attaining access to a higher education.

Agree

0% College personnel
0% Secondary and Vo-Tech personnel
10% Other representative lay-public

117. that if all cannot be treated equally, all grants-in-aid programs should be abolished.

Agree

63% College personnel
79% Secondary and Vo-Tech personnel
82% Other representative lay-public

118. that the student should pay a set fee for every credit hour taken.

Agree

56% College personnel
75% Secondary and Vo-Tech personnel
80% Other representative lay-public

119. that the student should pay a different rate per credit hour based upon the number of credits he takes during a particular semester or quarter.

Agree

44% College personnel
25% Secondary and Vo-Tech personnel
20% Other representative lay-public

ADDENDA

"Educational Plans and Career Choices of High School College Preparatory Seniors in Indiana," Indiana College-Level Manpower Study, Report #2, Indiana Commission of Higher Education, October, 1975.

TABLE 8: HIGH SCHOOL GRADE AVERAGES

Question 3: My high school grade average is closest to _____.

Average Grade	All Respondents		Non-College Preparatory		College Preparatory					
					Total		Male		Female	
	n	\bar{x}	n	\bar{x}	n	\bar{x}	n	\bar{x}	n	\bar{x}
A	5,637	11.4	1,274	4.0	4,363	25.0	1,832	10.8	2,514	29.3
B	21,357	43.0	11,625	36.1	9,732	55.7	4,857	55.1	4,845	56.4
C	18,820	37.9	15,917	49.4	2,903	16.6	1,866	21.2	1,024	11.9
D	1,190	2.4	1,147	3.6	43	0.2	37	0.4	4	0.0
Unknown	1,730	3.5	1,527	4.7	203	1.2	107	1.2	95	1.1
No response	929	1.9	709	2.2	220	1.3	112	1.3	107	1.2
Total	49,663	100	32,199	100	17,464	100	8,811	100	8,589	100

The reported average grades of the college prep graduates were significantly higher than those of the non-college prep. One quarter of the college prep graduates reported an average grade of A and over 80 percent reported average grades of B or higher, whereas only 40 percent of the non-college prep seniors reported B or higher averages. It should also be noted that the females of the college prep cohort reported significantly higher grade averages than did the males.

★ ★ ★ ★ ★

TABLE 25: TIME OF FIRST INTEREST IN CHOSEN OCCUPATION OR CAREER

Question 10: I had my first interest in my chosen occupation or career while in _____.

	All Respondents		Non-College Preparatory		College Preparatory					
	n	%	n	%	Total		Male		Female	
Elementary((1-6)	5,019	10.1	2,783	8.6	2,236	12.8	977	11.1	1,248	14.5
Junior High (7-8)	7,522	15.1	4,600	14.3	2,922	16.7	1,435	16.3	1,474	17.2
High School freshman	7,218	14.5	4,793	14.9	2,425	13.9	1,264	14.3	1,154	13.4
H.S. sophomore	8,635	17.4	5,791	18.0	2,844	16.3	1,525	17.3	1,306	15.2
High school junior	12,926	26.0	8,407	26.1	4,519	25.9	2,280	25.9	2,229	26.0
High school senior	7,128	14.4	4,976	15.5	2,152	12.3	1,132	12.8	1,011	11.8
No response	1,211	2.1	845	2.6	366	2.1	198	2.2	167	1.9
Total	49,659	100	32,195	100	17,464	100	8,811	100	8,589	100

College prep students, particularly females, appeared to have become interested in their chosen occupations or careers before non-college prep students. For all groups the large majority of respondents expressed this first interest while in high school, with the junior year the year most frequently indicated.

* * * * *

TABLE 26: TIME OF OCCUPATION OR CAREER DECISION

Question 11: I decided on my chosen occupation or career in _____.

	All Respondents		Non-College Preparatory		College Preparatory					
	n	%	n	%	Total		Male		Female	
Elementary (1-6)	855	1.7	546	1.7	309	1.8	147	1.7	160	1.9
Junior High (7-8)	1,874	3.8	1,199	3.7	675	3.9	319	3.6	353	4.1
High school freshman	3,263	6.6	2,175	6.8	1,088	6.2	501	5.7	583	6.8
H.S. sophomore	4,967	10.0	3,359	10.4	1,608	9.2	837	9.5	768	8.9
High school junior	12,997	26.2	8,365	26.0	4,632	26.5	2,297	26.1	2,321	27.0
High school senior	22,784	45.9	14,604	45.4	8,180	46.8	4,163	47.2	3,983	46.4
No response	2,912	5.9	1,943	6.0	969	5.5	545	6.2	420	4.9
Total	49,652	100	32,191	100	17,461	100	8,809	100	8,588	100

Nearly half of the respondents of all groups had made their occupation or career choices while in their senior year. Approximately one quarter had done so in their junior year.

* * * * *

TABLE 27: MOST IMPORTANT REASON FOR OCCUPATION OR CAREER CHOICE

56.

Question 12: The most important reason for my chosen occupation or career is

Reasons	All Respondents		Non-College Preparatory		College Preparatory					
					Total		Male		Female	
	n	%	n	%	n	%	n	%	n	%
Activities on job	19,654	39.6	11,936	37.1	7,718	44.2	3,932	44.6	3,753	43.7
Friends' opinion of job	605	1.2	473	1.5	132	0.8	84	1.0	47	0.5
People I'll work with	6,095	13.9	4,508	14.0	2,397	13.7	663	7.5	1,727	20.1
Like to work indoors	912	1.8	759	2.4	153	0.9	94	1.1	57	0.7
Like to work outdoors	3,190	6.4	2,404	7.5	786	4.5	629	7.1	155	1.8
Money	8,006	16.1	6,022	18.7	1,984	11.4	1,473	16.7	503	5.9
Parents' opinion of job	855	1.7	593	1.8	262	1.5	168	1.9	94	1.1
Status-prestige job	1,864	3.8	1,248	3.9	616	3.5	420	4.8	195	2.3
Service to society	4,659	9.4	1,978	6.1	2,681	15.4	965	11.0	1,710	19.9
No response	3,013	6.1	2,278	7.1	735	4.2	383	4.3	348	4.1
Total	49,663	100	32,199	100	17,464	100	8,811	100	8,589	100

TABLE 28: SECOND MOST IMPORTANT REASON FOR OCCUPATION OR CAREER CHOICE

Question 12: The second most important reason for my chosen occupation or career is

Reasons	All Respondents		Non-College Preparatory		College Preparatory					
					Total		Male		Female	
	n	%	n	%	n	%	n	%	n	%
Activities on job	8,148	16.4	5,053	15.7	3,095	17.7	1,408	16.0	1,681	19.6
Friends' opinion of job	1,509	3.0	1,136	3.5	373	2.1	197	2.2	173	2.0
People I'll work with	8,512	17.1	5,324	16.5	3,188	18.3	1,132	12.8	2,044	23.8
Like to work indoors	1,500	3.0	1,216	3.8	284	1.6	166	1.9	117	1.4
Like to work outdoors	2,384	4.8	1,743	5.4	641	3.7	459	5.2	181	2.1
Money	13,979	28.1	9,308	28.9	4,671	26.7	2,905	33.0	1,746	20.3
Parents' opinion of job	2,107	4.2	1,463	4.5	644	3.7	320	3.6	324	3.8
Status-prestige of job	3,517	7.1	2,081	6.5	1,436	8.2	942	10.7	489	5.7
Service to society	4,416	8.9	2,223	6.9	2,193	12.6	812	9.2	1,371	16.0
No response	3,591	7.2	2,652	8.2	939	5.4	470	5.3	463	5.4
Total	49,663	100	32,199	100	17,464	100	8,811	100	8,589	100

Though pluralities of both college prep and non-college prep respondents indicated job activities as the most important reason for choosing their occupation or career, the responses of the two groups differed noticeably. Money was a more important reason for non-college prep seniors and, among the college prep it was a far more important determinant for males than females. Service to society was a more important reason chosen by college prep respondents, particularly the females. Within the college prep group, males also appeared more desirous of working outdoors, less concerned about people with whom they'll be working and more status or prestige conscious.

The second most important reasons for choosing an occupation or career which received the highest response rates (over ten percent) were the same reasons which had also elicited high response rates as the most important reasons. College prep males were more concerned than females about money and status-prestige, and less concerned about service to society and the people with whom they'd be working.

* * * * *

TABLE 29: MOST HELPFUL PERSON(S) IN MAKING CAREER CHOICE

Question 13: The following sources or persons have been the most helpful in making my career choice.

	All Respondents		Non-College Preparatory		College Preparatory					
	n	%	n	%	Total		Male		Female	
					n	%	n	%	n	%
Parents/relatives	16,314	32.8	10,467	32.5	5,847	33.5	3,032	34.4	2,798	32.6
Friends	5,218	10.5	3,819	11.9	1,399	8.0	742	8.4	649	7.6
High school teachers	4,116	8.3	2,583	8.0	1,533	8.8	757	8.6	772	9.0
School counselor	1,841	3.7	1,146	3.6	695	4.0	347	3.9	348	4.1
School programs	1,729	3.5	1,173	3.6	556	3.2	234	2.7	321	3.7
Printed materials	2,314	4.7	1,196	3.7	1,118	6.4	530	6.0	584	6.8
TV/radio	1,155	2.3	692	2.1	463	2.7	278	3.2	182	2.1
Work experience	4,733	9.5	3,312	10.3	1,421	8.1	635	7.2	777	9.0
High school courses	4,654	9.4	3,014	9.4	1,640	9.4	833	9.5	800	9.3
Career info. system	515	1.0	301	0.9	214	1.2	121	1.4	92	1.1
Other	3,605	7.3	1,964	6.1	1,641	9.4	800	9.1	1,835	9.7
No response	3,469	7.0	2,548	7.9	921	5.3	493	5.6	424	4.9
Total	49,663	100	32,215	100	17,448	100	8,802	100	8,582	100

TABLE 30: SECOND MOST HELPFUL PERSON(S) IN MAKING CAREER CHOICE

Question 13: The following sources or persons have been the second most helpful in making my career choice.

	All Respondents		Non-College Preparatory		College Preparatory					
	n	%	n	%	n	Total %	n	Male %	n	Female %
Parents/relatives	8,510	17.1	5,482	17.0	3,028	17.3	1,437	16.3	1,580	18.4
Friends	8,205	16.5	5,647	17.5	2,558	14.6	1,296	14.7	1,251	14.6
High school teachers	4,146	8.3	2,560	7.9	1,586	9.1	787	8.9	797	9.3
School counselor	3,230	6.5	1,953	6.1	1,277	7.3	644	7.3	631	7.3
School programs	1,940	3.9	1,286	4.0	654	3.7	288	3.3	362	4.2
Printed materials	3,897	7.8	2,215	6.9	1,682	9.6	819	9.3	857	10.0
TV/radio	1,805	3.6	1,105	3.4	700	4.0	386	4.4	311	3.6
Work experience	5,066	10.2	3,548	11.0	1,581	8.7	771	8.8	742	8.6
High school courses	4,496	9.1	2,870	8.9	1,626	9.3	888	10.1	733	8.5
Career info. system	1,006	2.0	598	1.9	408	2.3	225	2.6	181	2.1
Other	2,327	4.7	1,355	4.2	972	5.6	513	5.8	455	5.3
No response	5,035	10.1	3,598	11.2	1,437	8.2	745	8.5	683	8.0
Total	49,663	100	32,217	100	17,446	100	8,799	100	8,583	100

Parents and relatives were the most helpful person(s) in making career choices for approximately one-third of all the groups. No other factor was indicated as being most important by as many as twelve percent of any group.

Parents and relatives were indicated as being the second most important person(s) in making career choices by seventeen percent of both college prep and non-college prep respondents. Friends appeared to be second most helpful person(s) in making these choices.

★ ★ ★ ★ ★

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1872
1873
1874
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